How to... Design a Development Program

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Contents:

Appendices:

Additional information available on the 'Web Module':

- The Ten Seeds Technique
- A Problem Tree
- A Sample Log Frame
- Reading Material
- Related links
- Assessment Requirements

Development Program Design

Development Programs are designed to address needs. To understand a particular need we first need to ***gather information*** about it.

All needs are complex. To understand the many inter-related aspects of ***the problem*** we need to sort and organise this information.

Amongst this complexity we select a ***focal problem*** that we have both the means to address and that will have an impact on the need.

Certain ***strategies*** will be more effective than others in addressing this focal problem. These strategies will include lower level activities that contribute to higher level objectives.

The ***logical framework*** outlines the program strategy, how program results will be measured and verified and the assumptions upon which their achievement depends.

A *program* *proposal* includes the log frame, a narrative outline of the program's background, rationale and implementation, a budget and other relevant sections.

Workshop Facilitor Notes

This workshop is designed to take between 3 hours and 1 day.

Ensure the following are available at the workshop:

- A **multi-media projector** and screen
- A **white board** or **flip chart** with pens
- A **laptop** *for each group* or **this Manual** *for each participant*
- The "**Kenya Case Study**" (see Appendix A) *for each participant*
- A pad of **Sticky Notes** *for each group*
- A large sheet of **Flip Chart paper** *for each group*
- Desks and chairs arranged for **small groups** (4 to 6 per group)
- **Your laptop**
- Several copies of the **design files** on CDs or Memory stick to pass around

A Gather Information

It is critical in any design process is to understand the *context* in which people live and the *complexity of problems* that they face before attempting to design an appropriate response. This analysis will be based on *primary* information (community interviews etc) and *secondary* information (census', previous research etc) and will begin to clarify contextual issues, needs, and likely focal segments.

Collection approaches include:

Transect walks: The assessment team walks through the community to observe the overall situation. Information may be collected on: population, village facilities, main livelihoods, markets and geographic features.

The "10 Seed" Technique: This is particularly useful in gathering qualitative information regarding the way people within the community see themselves in relation to others.

Focus Groups: Focus groups may be formed based on information from the transect walk and 10 seeds. Focus groups provide an opportunity to explore specific issues in detail and are flexible in time and content.

Anthropometric Data Collection: This tool provides quantitative data on health and nutrition status among women and children in the village. Data is collected on a representative sample of children and women and may include child's age, weight, height etc.

Group Task A

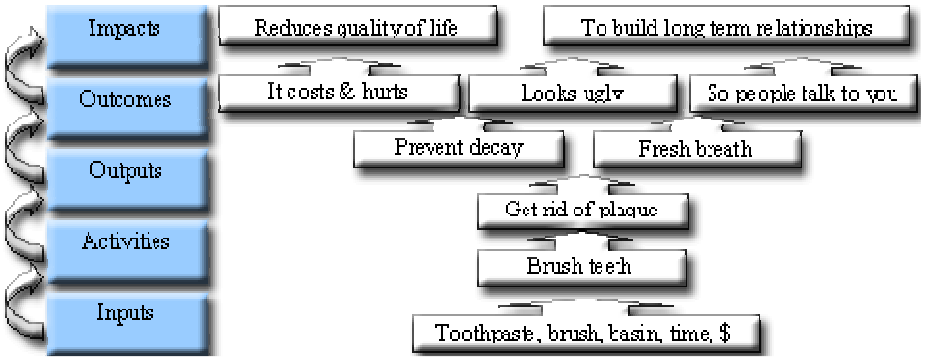
The Ten Seeds Rapid Assessment Technique

- Collect 10 stones of roughly similar size
- If the group don't all come from the same town or city, they must pretend that they do, decide where.
- The stones represent all the people in your 'village'. As a group, divide the stones into four categories: The number of really rich people, really poor people, fairly poor people and the middle class. There may be discussion as to how to define these groups. Record your results.
- Next, assume the 10 stones represent the wealth of the really rich. Divide the stones by asking "Where does their money come from?" Write down categories as they are raised and group the stones. Record your results. Repeat this question with the really poor etc.
- Next, for each category, ask "Where do these people spend their money?"
- This discussion may raise other issues to use the 10 stones to analyse or to take further in a *focus group.*
- What have the group learned from this experience?
- The ten seeds technique is a rapid qualitative assessment approach. It is surprisingly accurate and, used well, can produce valuable insights into community life to base program interventions on.

B Understand the Problem

Causal analysis helps organize the many concerns identified in a community into a logical hierarchy of cause-and-effect relationships that forms the central logic of our project design. Each "cause" is in turn the “effect” portion of another cause-and-effect relationship. The result is a sequence or stream of factors leading to the focal problem and a sequence leading from the focal problem. This is called a 'Problem Tree'.

We use causal thinking every day, for example: Who brushed their teeth today? Why?



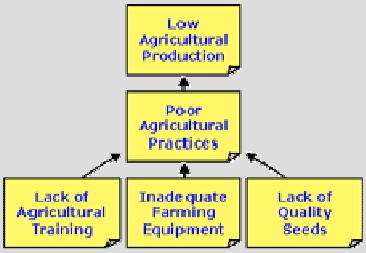
Group Task B

Causal Analysis: The Problem Tree

We will be using the case study from Turkana district in Kenya (see *Appendix A*) for this exercise. Ensure everyone has a copy.

- Read through the "Kenyan Case Study" and underline all of the issues.
- Write each problem on a separate sticky note e.g. 

- Next, take one sticky note and ask: "What are the causes of this problem?" (Get these from your pile and place them below the problem), then ask: "What are the effects of this problem?" (Place them above the problem) e.g.



- Connect the sticky notes with arrows.
- Continue until all of the issues link up and form a single "Problem Tree"

C Select the Focal Problem

The *focal problem* will be the centroid in the analysis. All issues below this in the problem tree are direct or indirect *causes* of the focal problem; all issues above the problem are direct or indirect *effects.*

Selecting which problem(s) to focus on will be based on:

- The organization's comparative advantage and capacity.
- The significance or scope of the problem.
- The priorities of the donor and the opportunity for resources.
- The degree to which resolution of the problem will result in a fundamental change in people's lives.

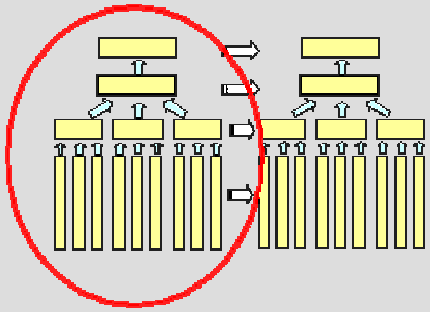
A concept to keep in mind is the *Pareto Principle* , which states that only a few causal streams that lead to a problem are responsible for the bulk of the problem. You often hear statements like “90% of repeated violent crimes are caused by 5% of the population,” or “80% of the yield reduction is caused by two major plant pests.”

A good causal analysis reveals all of the major cause-effect linkages that contribute to the focal problem. As all causes cannot be addressed in one project, we need to ensure that the causes we choose, (the leverage points) contribute significantly to the resolution of the problem.

Group Task C

Selecting a Focal Problem

- Review your *Problem Tree* and select a problem to focus your development program on. (To make your job easier, select a problem near the top of the tree with many contributing causes!)
- On *Appendix B*, rewrite your focal problem (in the dark rectangle), add three *contributing problems* that your program will focus on and a few *causes* for each of these problems.
- Write in your focal problem's *effect*.



At this stage it is worth putting aside the case study and considering whether there any likely causes of your focal problem that were not mentioned in the case study? As a group, brainstorm if these are probable causes, and if so, fill them into your diagram (These would be checked in an actual design process).

D Develop a Strategy

In this step we move from being problem focussed to solution focussed.
Each of the causes and effects linked to the focal problem need a corresponding positive element in the program strategy, for example *"Inadequate sanitary latrines"* will transform to *"Construct Sanitary Latrines"*.

In any proposal, the donor will want to see not just activities, but what impact these activities will result in. *Activities* (digging latrines) will result in *outputs* (adequate sanitary latrines) will result in *outcomes* (people using the latrines properly) will result in *impacts* (reduction in morbidity rates). They will also want to know what *inputs* will be required to perform the activities.

Most donors break these strategies into five layers, for example:

- ***Impacts*** are the durable improvements in human well-being.
- ***Outcomes*** are the changes in participants' behaviour, skills or status.
- ***Outputs*** include the goods and services delivered.
- ***Activities*** are the processes, tools, events, technology and actions.
- ***Inputs*** include human, financial, organizational, and community resources.

Group Task D

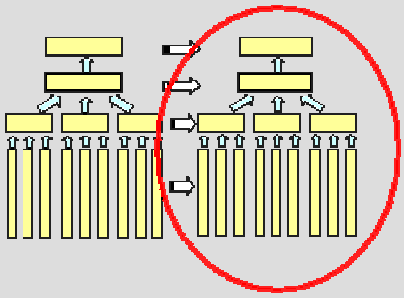
Transforming Negatives to Positives

Using *Appendix B*, convert each of your *negative* statements in the left hand "tree" to *positive* statements in the right hand "tree". Begin at the focal problem, for example:

- "High infant mortality rates" to "Reduced infant mortality rates"
- "Lack of Ag. Knowledge" to "Adequate Agricultural Knowledge"

The bottom level of the "tree" should be able to be converted easily into actual **activities**, for example:

- "Lack of Ag. training available" to "Run Agricultural training"
- "Inadequate water supply" to "Construct water supply facilities"



Prepare a Logframe

Logframes are an 'aid to thinking' and have many applications, such as to ensure that activities will contribute to the program objectives, to appraise the project's design and to implement, monitor and evaluate the project's progress.

	Indicator	Means of Verification	Assumptions
Impact			
Outcome			
Output			
Activity			
Input			

While each donor has slightly differing formats, they are in essence the same, for example USAID's:

- ***Indicators***: are objectively verifiable statements that measure progress towards meeting the objectives.
- ***Means of verification***: specify the source of information, how it will be collected, who is responsible etc.
- ***Assumptions***: are conditions which could affect the project, but over which the manager has no control.

Group Task

The Logical Framework

Turn to *Appendix C: Developing a Log Frame*

Considering the definitions for *Impact, Outcome, Output and Activity* above and the information from *Appendix B*, fill in the left hand column of *Appendix C*

For ***Indicators*** consider how to measure each of the statements in the left hand column, for example:

- "Farmer Training" could be measured by "# of farmers attend training"
- "Reduced childhood morbidity rates" could be measured by "% reduction in < 5 morbidity rates" etc.

For ***Means of Verification*** consider how the indicators will be measured e.g.

- "# of latrines constructed" would be taken from the Engineers Report
- "Reduced stunting" would be taken from Hospital Record

For ***Assumptions*** consider what influences may prevent you achieving your targets *that are outside your control*, for example:

- Increasing instability due to a breakdown in the peace process
- Excessive (worse than one in 50 year) drought

F Write the Proposal

Each funding agency will have a specific format for program proposals.
A typical example might include:

1. Data Sheet
- Name of agency, project, location and contact information
- Total project cost and duration
- Summary of strategy and problem addressed

2. Introduction
- What are the key problems that the project aims to solve?
- What is the rationale behind the solution proposed and how is this applied?

3. Background
- What are the economic / social conditions that made the project necessary?
- Who are the project beneficiaries? Briefly describe them.
- Description of your organization, similar projects you have implemented etc.

4. Implementation
- Based on the Log Frame, outline implementation of the interventions.
- How will you monitor and evaluate the program?
- What are the key risks? Are they likely?

5. Appendices (the Log Frame, budget and other supporting documents)

Group Task F

Writing the Proposal

If the donor has not provided you with a format to use, use the format provided in your notes (You will need to be fairly creative, as much of the information required has not been included in the case study.) For a small ($20,000) to medium ($100,000) program the following is a rough guide:
- Data Sheet (1 page)
- Introduction (1 page)
- Background (1 to 2 pages)
- Interventions (3 to 5 pages)
- Appendices (Budget, Logframe etc)

The *Log Frame* forms the heart of your proposal. Look over the activities you have proposed and the logic you have used to arrive at these activities to prepare the *narrative* sections of the proposal.

Prepare a budget using the following line items: *Salaries, Training, Materials and Supplies, Capital Items, Travel* and *Occupancy*. Break the budget down by year if it is a multi year program.

Appendix A: Kenyan Case Study

Causes of food insecurity in a country such as Kenya are complex, and inherently interrelated. Major factors that can be attributed to the persistence of poverty in the country include, poor health, frequent drought, arid soils and limited knowledge of improved agronomic practices by rural farmers. Although poverty eradication has been the main objective of Kenya's development policy since independence in 1963, widespread poverty still exists throughout the country. It has been noted that poor economic performance combined with lack of access to adequate social services are root causes of poverty (Roger, 1995)[1]. High illiteracy rates are also a major contributing factor to the question of poverty in general, and more recently, as further analysis has been done, poor governance has increasingly been identified as a key factor in aggravating and perpetuating the poverty of rural communities.

In addition, degradation of environmental and natural resources, high prevalence of crop and animal pests and limited knowledge of sound agronomic practices all contribute to the chronic food problem in the country. Availability of adequate quantities of food is also a problem, due to the growing demand for food relative to supply. About 80 percent of the country's total land area of 57 million hectares is arid, and in effect only 20 percent of the total land area supports the country's growing food crop requirements.

The poor performance in the sector of agriculture can also be linked to other factors limiting the ability of households to become sustainably food secure. Inadequate health services in Kenya, particularly in Lokubae Division, Turkana District, continue to impact the quality of life for residents. As of October 1999, moderate malnutrition rates in Turkana District among children under the age of five reached 21.46%[2] (WFH). The poor nutrition status of communities indicates that there are factors that hamper proper utilization of food resources, even when food is accessible within the district. Many communities lack even the most basic key to good health - safe, accessible water, and morbidity is often linked to limited access to safe drinking water.

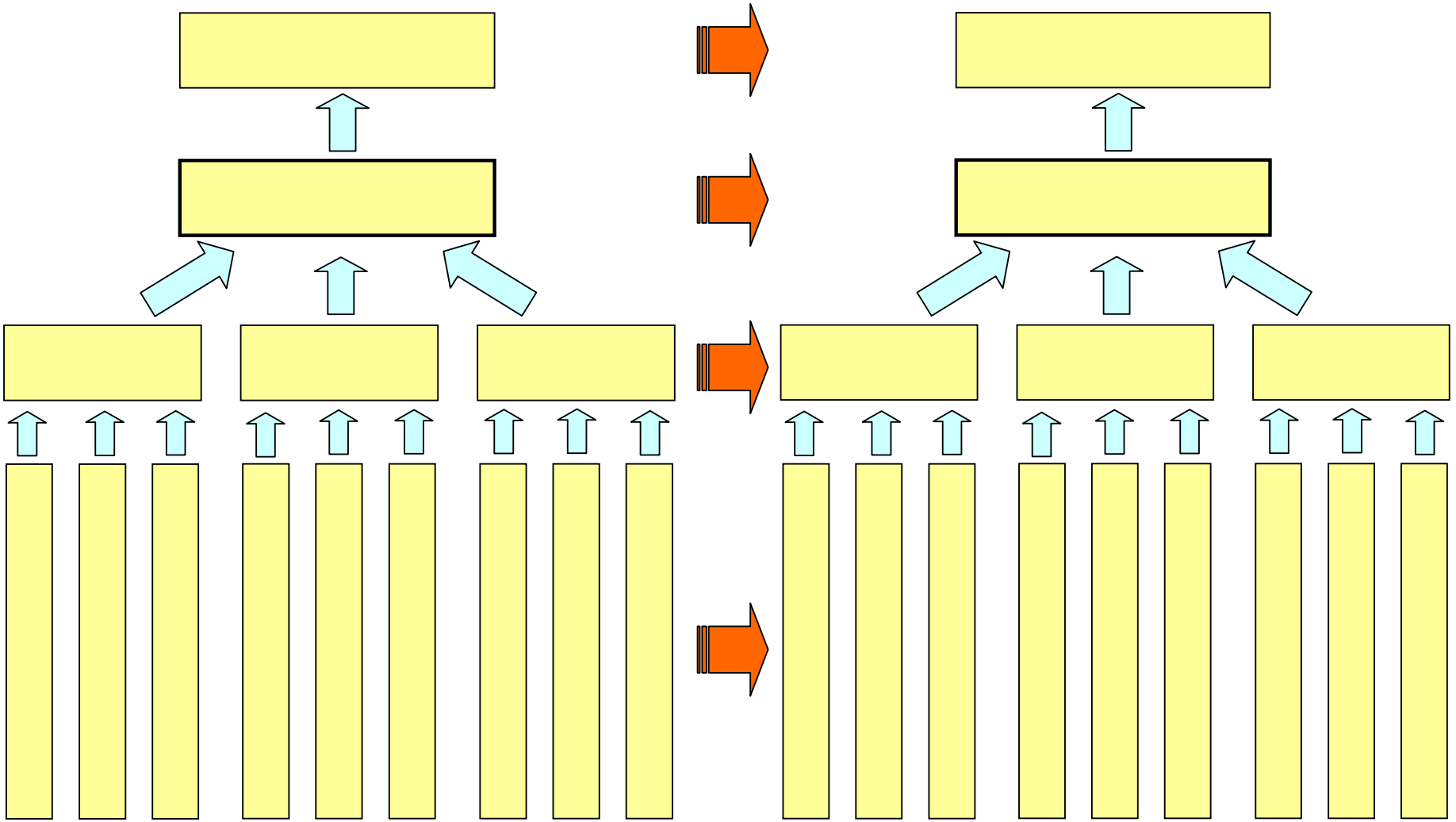
Residents in Lokubae and many other parts of Turkana District depend primarily on seasonal streams, springs and shallow wells for their drinking water. Frequent and prolonged drought tends to lower the water table and the poor location of many of the shallow wells often results in reduced access to safe drinking water. In an increasing search for water, especially during the dry season, not only do residents walk long distances, but they also share scarce water resources with livestock – a practice that greatly contributes to contamination of limited water points. Sanitation facilities are also extremely limited. Poor sanitation has a significant impact on the health of communities, as residents often use bushes for defecation – ultimately resulting in faecal contamination of water sources and a prevalence of disease, such as dysentery and cholera.

Other factors include increased armed conflict with neighboring tribes, and little GOK investment in infrastructure and social services.

[1] Roger, … 1995. …

[2] International Committee of Drought and Food Security, (GOK). *Kenya Situation Analysis and Needs Assessment Report*, October 1999

Appendix B: Developing a Strategy



The "Problem"

The "Strategy"

Appendix C: Preparing a Log Frame

	Measurable Indicators	Means of Verification	Important Assumptions
Outcome			
Output 1			
Activity 1.1			
Activity 1.2			
Activity 1.3			
Output 2			
Activity 2.1			
Activity 2.2			
Activity 2.3			
Output 3			
Activity 3.1			
Activity 3.2			